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### Physical education in liberal education in the Renaissance and the twentieth century

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PHYSICAL EDUCATION IN LIBERAL EDUCATION  
IN THE RENAISSANCE AND THE TWENTIETH CENTURY

by

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B.A. Grinnell College, 1953

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for the degree of

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1959

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## CHAPTER I

### THE PROBLEM

#### Introduction

The relationship of our present world to the historical past is an interesting and complex problem. Cycles in historical development, cultural relationships, philosophical trends have repeatedly been topics for study. This particular study is based on a similar position held by physical education in the liberal education of the Renaissance and in some liberal education theories of the twentieth century. It was the purpose of this study to discover this relationship, and by so doing, to enrich the appreciation of the past in physical education in liberal education.

With increasing specialization making inroads in all fields of education, the growing necessity to broaden the perspective of the teacher of physical education in order to preserve the wealth of the cultural heritage of the Western world encourages the study of the past to understand the present.

#### Purpose

The purpose of this study was to ascertain the

relationship between the humanistic philosophies regarding physical education in liberal education in Italy, France, and England during the Renaissance and the twentieth century philosophies of physical education as a part of liberal education in the United States. To understand this over-all purpose, this study was concerned with a presentation of the following: the humanistic philosophy of the Renaissance in Italy, France, and England concerning physical education in the liberal education, and the twentieth century philosophy of physical education in the liberal education. A clear understanding of these two areas prepares the way for the consideration of the relationship between the two.

Philosophies of education give direction to an educational system; for this reason they were included in this study. They were used to illustrate a direction of education in the past as compared to a direction of education in the present.

### Limitations

To provide a workable subject, certain limitations were established in time, geographical area, and scope.

The time element dealt solely with the Renaissance, from 1350-1700, and the twentieth century.

The geographical limitations will be Italy, France, and England during the Renaissance, and the United States

in the twentieth century.

In scope the paper was limited to the philosophies pertaining to the place of physical education in the liberal education. Inasmuch as this was chiefly educational philosophy, the sources included educational philosophers and philosophers who have contributed to philosophy as it affects education.

#### Needs for this study

It is necessary to study the past to understand and evaluate the present. The philosophical concepts of the past guide and give meaning to the present. It is necessary, then, to discover these concepts to establish a comparative consideration of the subject.

There is a further necessity for such a study in the fact that advocates of liberal education need to recognize the value of physical education in the total development of the person. Since education ideally concerns the whole person, it cannot disregard the physical development of the individual. Education must be concerned with the physical side of man if it is to achieve the primary goal of education, which includes development of the whole personality in its social relationship.

The resultant study was intended to be of value to the following groups: that group of administrative officials and college instructors who have charge of planning the



curriculum for physical education in the liberal education, physical education teachers who are concerned with liberal education, and those students of physical education who will influence the formative level of physical education.

#### Basic assumptions

Since present philosophies are largely based on philosophical and cultural changes of the past, this study will proceed on the assumption that there is a relationship between certain Renaissance humanists and some twentieth century educators in the comparable places they give to physical education in the liberal education.

Although the actual term "physical education" as we now know it possibly was not used during the Renaissance, the essential idea we give to it did prevail; and the same may be said of our term "liberal education." Thus for purposes of this study the stated definitions of these terms were applied in both periods.

It is assumed that there was, and is, a liberal education. It is further assumed that the majority of the exponents of the humanistic philosophy of the Renaissance agreed in substance as to the philosophical basis of physical education in the liberal education, and that certain contemporary exponents substantially agreed on the philosophical basis for physical education in the liberal education. This assumption of agreement on basic ideas is

necessary to have a workable subject for comparison.

### Terms and definitions

For purposes of this study the following definitions were accepted:

Education: "the systematic instruction, schooling, or training given to the young in preparation for the work of life." <sup>1</sup>

Physical education: "that phase of the total education process which pertains to vigorous activities involving the muscular system and the learnings that result from participation in these activities." <sup>2</sup>

Liberal education: "that education which calls forth, trains and develops those highest gifts of body and of mind which ennoble man." <sup>3</sup>

Humanism: that philosophy which stresses "the whole man, mind and body, taste and knowledge, heart and will." <sup>4</sup>

Philosophy: "the study of the general principles of

<sup>1</sup> Oxford Universal Dictionary on Historical Principles, ed. C.T. Onions (Oxford, 1955), p. 584.

<sup>2</sup> As cited in Charles A. Bucher, Foundations of Physical Education (St. Louis, 1952), p. 30.

<sup>3</sup> As cited in William Harrison Woodward, Vittorino da Feltre and Other Humanist Educators (Cambridge, 1905), p. 102.

<sup>4</sup> Gabriel Compayre, The History of Pedagogy, trans. W.H. Payne (Boston, 1899), pp. 83-84.

some particular branch of knowledge." <sup>5</sup>

### Summary

To compare the philosophies concerning the place of physical education in the liberal education during the Renaissance in Italy, France, and England to those propounded in the twentieth-century United States was the purpose of this paper. There is a need for greater understanding of these relationships both on the part of both educators and of physical educators. To concentrate the study to a workable area, it was limited in time, scope, and geographical location.

Realizing that the philosophies of the past guide and give direction to those of the present, it is assumed that a comparison may be drawn between the two areas. This paper attempted to illustrate that comparison.

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<sup>5</sup> Oxford Universal Dictionary, p. 1488.

## CHAPTER II

### PROCEDURE

#### Collection of data

A compilation of information concerning the humanistic philosophy toward physical education in the liberal education was the first step. This information was gathered from historical works, educational works, and other pertinent literary works.

The Renaissance men selected for study were chosen as a result of a survey of fifteen history of education and five philosophy of education books to determine which men were considered authorities on this subject. All of these Renaissance men were then investigated and a representative selection of them made according to the worth assigned them by well-known educational writers of today.

A digest of information about the modern philosophies of physical education in the liberal education was the second step. This selection was made on the basis of a survey of fifteen history of education books, five philosophy books, and ten physical educational books. The education, experience, and publishing credits of each of the four modern educators were ascertained from Who's Who

in America, Encyclopedia of Modern Education, Who's Who in American Education, and Leaders in Education.

#### Analysis of data

Data was analyzed according to the philosophical method, which consists of reflective thinking within a definite framework. The value of the data was determined by evidence compiled in philosophical research. The findings were then organized according to periods.

Interpretation and evaluation were organized as follows: (1) background material was collected, interpreted, evaluated with reference to relevancy; (2) a study was made of various liberal education philosophies; (3) an analysis of the place of physical education in the liberal education was prepared; (4) the general aims of ultimate goals of physical education were established; (5) the purposes or immediate objectives of physical education were determined; (6) the procedures and activities of physical education were ascertained.

Historically, the Renaissance started in Italy, proceeded to France and then to England; therefore, the chapter on the Renaissance follows this organization in order to demonstrate this development. This historical pattern was the framework for the reflective thinking of the philosophical method of analysis.

The comparison of the humanistic and contemporary

philosophies was presented in the form of a parallel chart to establish in a concise manner (1) the comparable points in the background material of the two periods, (2) the similarities in the two views of liberal education, (3) the correlative ideas regarding the place of physical education in the liberal education, and (4) the corresponding opinions concerning the aims, purposes, and procedures and activities of physical education in each period.

## CHAPTER III

### THE PLACE OF PHYSICAL EDUCATION IN LIBERAL EDUCATION OF THE RENAISSANCE

#### Background

Renaissance, etymologically speaking, may be said to mean rebirth or revival. From the historical, sociological, religious, educative connotation of the word, this rebirth of interest in classical antiquity can never be explained in any such concise or definitive way. The original impetus for this rebirth came from Italy, spreading throughout the countries of Europe from about 1350 to about 1700.<sup>6</sup>

The Renaissance was more than a revival of classical learning; it involved also a change of emphasis from the religious to the human experience, from the supernatural to the natural, and from the spiritual interests of the other world to the natural interests of this world. While the medieval spirit embodied the idea of "live a good life to prepare for life after death," the Renaissance endeavored to promote the understanding of life and human problems for

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<sup>6</sup> Harry Elmer Barnes, The History of Western Civilization (New York, 1935), p. 814.

the sake of building a nobler world and stressing the dignity of man. With this understanding came concern for the freedom and worth of the individual.<sup>7</sup>

Renaissance man went through political and sociological changes. Traditional concepts regarding the rights and duties of princes were challenged by Machiavelli. Wars and threats of wars were ever present conditions of life. The Black Death swept Europe. Fear and superstition hampered a people just beginning to re-study the cause of disease. Diminished population resulted in the increasing importance of the laborer.

Interest in science, strengthened by the need to know, changed the point of view from microcosmic to macrocosmic. The printing press as a cause and an effect of the desire to learn that marked the Renaissance man gave impetus to mass communication.

For a thousand years prior to this period, men had regarded the body as the enemy of the soul. Asceticism had encouraged the flagellation and degradation of the body in order to sublimate its appetites which could be harmful to the spirit. This philosophy was somewhat devitalized through the changing standards and values brought about

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<sup>7</sup> James Mulhern, A History of Education (New York, 1946), p. 281.



by the Crusades, the court life, and the revival of knowledge of ancient Greek and Roman gymnastics.<sup>8</sup> Body and soul were no longer viewed as separate entities; they were indivisible and the optimum functioning of one depended upon the skill and healthy maintenance of the others.<sup>9</sup>

The ideal of an all-sided man, (l'uomo universale), was cultivated during this period. One who attended this ideal added to the perfect exercise of every physical power a universal learning and a true proficiency in many different arts. To achieve this end, complete and perfect functioning of all potentialities of human nature had to be put into play. To realize his full potential, man had to be healthy, skilled in mind and body.<sup>10</sup>

### Liberal Education

In opposition to the scholastic belief that only the mind needed to be educated, a new kind of education gained prominence during this era. This educative process sought to develop and strengthen the body as well as the mind.

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<sup>8</sup> Frederick Eby and Charles Flinn Arrowood, The History and Philosophy of Education Ancient and Modern (New York, 1940), p. 839.

<sup>9</sup> Bucher, Foundations, p. 115.

<sup>10</sup> Chapters in Western Civilization, ed. Contemporary Civilization Staff of Columbia College, Columbia University (New York, 1954), p. 218.

The philosophy of this education may be clearly seen in the formula suggested by Pietro Vergerius (1349-1428) in his definition of the liberal education.

We call those studies liberal which are worthy of a free man; those studies by which we attain and practice virtue and wisdom; that education which calls forth, trains and develops those highest gifts of body and of mind which ennoble man; and which are rightly judged to rank next to dignity and virtue only. <sup>11</sup>

This definition epitomizes the theory of education sought by some men of this humanistic era. According to Gabriel Compayre (1843-1913), the changing society necessitated an education that was broader and more liberal, with attention given to hygiene and physical exercises. Instead of developing the single faculty of reason, the whole man needed to be developed---mind and body, taste and knowledge, heart and will. <sup>12</sup>

Education during the Renaissance was private in nature and as such was restricted to certain social classes. Also, it was a reaffirmation of the concept of liberal education prized so highly by the Greeks and Romans. The intellectual training was to be obtained by studying Latin, Greek, grammar, composition, logic, and rhetoric. To these were also added the more liberal studies of poetry, music,

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<sup>11</sup> As cited in Woodward, p. 102

<sup>12</sup> VanDalen, p. 135.

arithmetic, geometry, astronomy, and history, which were included because of their social usefulness and, in the case of poetry and music, their aesthetic value. The religious and moral training was to be gained by reading the Christian authors.<sup>13</sup> The body was to be developed by means of physical education.

The study of these subjects was expected to enlarge the experience, develop the intellect, refine the taste, strengthen the body as well as the moral sense, and mature the character,<sup>14</sup> thus enabling the free man, the individual, to participate efficiently and happily in everyday life. It also was designed to prepare for social leadership and to encourage worthy use of leisure time.<sup>15</sup> The aim of education became the art of forming men, not specialists.<sup>16</sup>

The end to be achieved by this humanistic philosophy of a liberal education is best summed up at the end of the Renaissance by John Locke (1632-1704).

A sound mind in a sound body, is a short but full description of a happy state in this world: he that has these two has little more to wish for;

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<sup>13</sup> Woodward, p. 247.

<sup>14</sup> Compayre, p. 110.

<sup>15</sup> Mulhern, p. 262.

<sup>16</sup> Compayre, p. 103.

and he that wants either of them will be but little the better for anything... He whose mind directs him not wisely will never take the right way; and he whose body is crazy and feeble will never be able to advance in it... 17

### Physical Education in Liberal Education

There is no item on which humanistic and scholastic education differed so radically as on physical education. Whereas the scholastics had sublimated the needs of the body, the humanists recaptured the Greek ideal and held the body in esteem for its aesthetic qualities as well as its usefulness for civic and personal success. 18 They considered the attainment of physical control an integral part of individual achievement, and to acquire this goal, youth had to be encouraged through physical education to discipline himself, to stop self-indulgence, effeminacy and habits that would tend to enervate the body and mind. 19

It was felt by the majority of the foremost humanists of various countries that in the educative system, the development of the body should share a place with the development of the mind.

The Italians, who gave impetus to the Renaissance,

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<sup>17</sup> John Locke, Some Thoughts Concerning Education (Cambridge, 1902), p. 1.

<sup>18</sup> H.G. Good, A History of Western Education (New York, 1947), p. 133.

<sup>19</sup> VanDalen, p. 137.

also were the first to recognize the importance of physical education in the training of the individual. Vittorino daFeltre (1374-1446), who established a school at Mantua, stressed the content and form of the classics, and added music, mathematics and physical sciences.<sup>20</sup> His educational ideas were so influenced by classical antiquity that he regarded a sound body as the condition of a sound mind.<sup>21</sup> Pope Pius II (1405-1464) held that the mind and body were component parts of man, and they should be developed side by side. The secret of the integrity of man, according to him, lay in the right training of the body.<sup>22</sup> Leone Batista Alberti (1404-1474) offered the idea that the body nourished the mind, and any weakness in it would in turn damage the mental power.<sup>23</sup>

The French essayist Michel de Montaigne (1533-1592) believed that one facet of the individual could not be fashioned without the other. "'Tis not a soul, 'tis not a body that we are training up, but a man, and we ought

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<sup>20</sup> Mulhern, p. 284.

<sup>21</sup> S. S. Laurie, Studies in the History of Educational Opinion (Cambridge, 1905), p. 21.

<sup>22</sup> Woodward, p. 136.

<sup>23</sup> VanDalen, p. 137.

not to divide him." <sup>24</sup> He goes on in his essay on education, "For she is not to give light to the soul which has it not, nor to make a blind man see: her duty is not to furnish one with eyes but to train eyes, to regulate one's gait, provided he has sound and serviceable knees and feet." <sup>25</sup>

The English poet John Milton (1608-1674) called a complete and generous education one "which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." <sup>26</sup>

#### Aims of Physical Education

The general aims to be gained by placing physical education in the educative system were to prepare men for war and to help them maintain good health, as well as for the development of skill and recreation. <sup>27</sup> Preparation for warfare was a major concern to the leading humanists Vergerius, DaFeltre, Montaigne, Rabelais (1490-1553), Milton, Elyot (1490-1546), Ascham (1515-1568), to mention a few, who advocated the necessity of physical edu-

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<sup>24</sup> Michel Eyguem de Montaigne, The Essays, trans. Charles Cotton, ed. W. Carew Hazlitt (New York, 1952), p. 73.

<sup>25</sup> As cited in Samuel G. Williams, The History of Modern Education (Syracuse, 1899), p. 82.

<sup>26</sup> John Milton, Areopagitica and Of Education, ed. George H. Sabine (New York, 1951), p. 62.

<sup>27</sup> Bucher, Foundations, p. 117.

cation in order to enable men to suffer pain, withstand imprisonment, and to undergo labor involved in war. <sup>28</sup>

Health, which was an integral part of preparation for war, was also stressed because it was necessary for the harmonious functioning of the individual. For the prompt execution of physical action, health was a necessity. <sup>29</sup>

Skills needed to be developed, again for purposes of war, as well as for the performance of knightly arts; for at this time skill as a sportsman and knight were no less praiseworthy than were mental skills. <sup>30</sup>

Recreation was stressed as a means of resting the body and of promoting mental alacrity. Francis Bacon (1561-1626) sums up the humanistic attitudes toward recreation by saying, "As for games and recreation, I hold them to belong to civil life and education. And thus much of that particular human philosophy which concerns the body, which is but a tabernacle of the mind." <sup>31</sup>

#### Purposes of Physical Education

The specific purposes of physical education, as applied

<sup>28</sup> Montaigne, pp. 66-67.

<sup>29</sup> Samuel Williams, p. 109.

<sup>30</sup> Eby, p. 880.

<sup>31</sup> Francis Bacon, "The Advancement of Learning," Bacon, ed. Robert Huchins (New York, 1952), p. 54.

to the overall aims of physical education, were also discussed extensively by the Italians, French and English humanists. DaFeltre, whose school at Mantua was the perfect embodiment of the educational ideals of the Renaissance, carried on an extensive physical education program. The purpose of it was to discipline the body by means of games and exercises, which strengthened the frame, and developed power and endurance. He was not concerned with any special athletic skill. Rather, he was concerned with giving the students a period of exercise between intellectual pursuits, which would keep the body fit, thus permitting the intellect to act unimpeded by the body.<sup>32</sup>

Pietro Vergerius, like DaFeltre, advocated the discipline of the body. This purpose was to be gained by developing courage, endurance, strength and skill, with a view toward preparation for war.<sup>33</sup> He further developed this idea in his declaration that "Arms are as good a means for attaining high personal distinction as letters."<sup>34</sup> This statement shows his humanistic interest in the position of the individual and his relation to society.

In France, Montaigne proposed the idea that by making

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<sup>32</sup> Bucher, Foundations, p. 116.

<sup>33</sup> Woodward, p. 112.

<sup>34</sup> As cited in Eby, p. 901.



the sinews strong, the operation of the intellect and will would not be hindered; rather, they would be permitted free exercise in a truly healthy body.<sup>35</sup> Although his purpose was more general than that of the Italians, it intended the same thing; that to develop the body as well as the mind man would be preparing himself for all facets of life.<sup>36</sup>

Thomas Elyot, writing in England, felt that the purpose of physical education was to harden and strengthen the body as well as to develop agility and to enable man to help himself in perils or in other necessities.<sup>37</sup>

Although this was again intended primarily as a preparation for war, Elyot felt physical education helped man to enjoy physical activity as well as endowing him with a body capable of many skills and activities. Hence the liberating thought of the humanistic philosophy is shown at work. The scope of the purposes of physical education was increased to embrace that which ennobled the individual as well as the utilitarian aim of preparing a man to serve his country at war.

Later, a compatriot of Elyot's, John Locke, went

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<sup>35</sup> Montaigne, p. 66.

<sup>36</sup> Samuel Williams, p. 89.

<sup>37</sup> Thomas Elyot, The Boke Named the Governour (London, 1907), p. 73.

farther, perhaps, than any other Renaissance leader in delineating his purposes. In Some Thoughts Concerning Education he considers the natural needs of the child, namely activity and liberty. He therefore sets up his program to fulfill these needs as well as the needs of health and warfare. He deemed it necessary to respect the youth's independent disposition and his personal tastes.<sup>38</sup> His more specific purposes devoted to developing a man prepared for all aspects of society were: physical fitness to be able to meet emergencies and hardships as well as to withstand fatigue, and strength so the body might obey and execute the orders of the mind.<sup>39</sup> Locke's dicta regarding the purposes of physical education advanced the ideals of physical education in liberal education. The basic notions of the Renaissance humanism which set the highest value on the individual are crystallized in Locke's statements.

The general purposes of physical education as above stated were to enrich the student through a variety of physical and military activities; to strengthen his body, thus developing a natural immunity to disease and infirmity so as to promote his personal happiness and public use-

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<sup>38</sup> Compayre, p. 206.

<sup>39</sup> Locke, p. 20.

fulness; and to enable him to maintain healthy body functions.<sup>40</sup> Since the body was considered a framework for all activities, physical education served an important purpose in the education of the Renaissance.

#### Procedures and activities used in Physical Education

The procedures used in physical education were in comparative agreement throughout Italy, France, and England. DaFeltre was perhaps the most aggressive of all the humanists on the subject of methods. Since he regarded health as the foundation of the mental process, his program was evolved with this in mind. He advocated regular exercises in all kinds of weather in order to establish a foundation for good health.<sup>41</sup> He proved ingenious and unhesitant in making up new exercises to meet any situation, and alternated games and exercises with studies for mental alertness.<sup>42</sup>

In daFeltre's program of daily exercises existed such activities as dancing, riding, fencing, swimming, wrestling, running, jumping, archery, hunting, and fishing.<sup>43</sup> An interesting part of his program was the fact that gymnastics

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<sup>40</sup> Mulhern, p. 264.

<sup>41</sup> Woodward, p. 35.

<sup>42</sup> Ibid., p. 36.

<sup>43</sup> Bucher, Foundations, pp. 115-116.

were taught as an art, apart from military training or more recreation. His methods, though advanced for the time, were emulated throughout Italy. "Here for the first time gymnastics and all the noble bodily exercises were treated along with scientific instruction as indispensable to a liberal education." <sup>44</sup>

The growing attempts to make concrete the theories advanced by humanism are a good indication of the intellectual tenor of Renaissance humanism. Starting with principles based on their view of the nature and needs of man, these men of Italy, France, and England developed philosophies through the testing of theory by experimentation. They sought new and varied means to attain the end of a whole man operating at all times at top efficiency for his own sake first of all and also for the good of the state.

In Vergerius there is further evidence of the belief that by alternating studies with bodily exercises and allowing for individual differences the desired result would best be achieved. His methods could be adapted to the child's nature and capacities. <sup>45</sup> The procedures he advised consisted of activities to strengthen the body and

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<sup>44</sup> Jacob Burckhardt, The Civilization of the Renaissance in Italy (London, 1909), p. 214.

<sup>45</sup> Good, p. 127.

maintain health: swimming, horsemanship, ability in use of the spear, sword, and club to prepare man for war; ball-games, hunting, hawking, and fishing for recreational purposes; and games of skill which could take place indoors. <sup>46</sup>

In France, Rabelais stressed activities which were practical and useful in life. Like the Italians, he promoted vigorous activities. His contemporary, Montaigne, enumerated the activities he felt best fulfilled the aims he sought: running, wrestling, dancing, hunting, riding, and fencing. These were to be a good part of the training of the individual. <sup>47</sup>

In England, Elyot designed a program including wrestling, running, tennis, swimming, riding, vaulting, hunting, and archery; the stress being laid on those vigorous activities which trained for war. Although he did not consider dancing a positive means of fulfilling his ideas regarding the needs of the individual, he did include it in his program because it was not repugnant in virtue. <sup>48</sup> Milton was concerned with building strength and therefore placed the ability to use weapons, wrestling, and riding as the main

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<sup>46</sup> Ibid., p. 127 .

<sup>47</sup> Montaigne, p. 73.

<sup>48</sup> Elyot, p. 107.

part of a physical education program.<sup>49</sup> Locke was primarily interested in the same type of program as is here attributed to Milton and Elyot. His approach to dancing was more positive than Elyot's; he felt dancing was commendable because it developed grace.<sup>50</sup> John Comenius (1592-1671) went so far as to divide the day of the individual into three periods. Eight hours were to be devoted to sleep, eight to work, and eight to meals, care of health and exercise of the body. He also believed that youth was the time to train the body, while it was still capable of being altered.<sup>51</sup>

The procedures advocated by these men were almost alike in stressing activities that were vigorous and would prepare men for war. The more farsighted included activities which would aid in the development of the courtier as a member of the court and as an individual.

### Summary

The Renaissance era had as one of its characteristics the advent of humanism with its emphasis on the importance of the whole individual as opposed to the previous phil-

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<sup>49</sup> Samuel Williams, p. 198.

<sup>50</sup> Locke, pp. 175-176.

<sup>51</sup> John Amos Comenius, The Great Didactic of John Amos Comenius, ed. M. W. Keatinge (London, 1910), pp. 58-59.

osophy which resulted in a division of the mind and body.

The education system was revised to meet this changing thought and liberal education emerged. This new education was designed to train men for effective living in all aspects of life. Included in the liberal education curriculum were subjects that would train the mind and body.

Physical education was included in this system because of its value in training men for war, improving their general health, developing skill, and affording them means of recreation.

The major proponents of this new type of education stressed bodily vigor, strength, stamina, and endurance in the physical education program. The means of achieving these ends were vigorous physical activities.

## CHAPTER IV

### THE PLACE OF PHYSICAL EDUCATION IN LIBERAL EDUCATION OF THE TWENTIETH CENTURY

#### Background

The twentieth century in the United States is an age much like the age of the Renaissance. As the Renaissance acted as a causative agent to concentrate greater emphasis on the individual, so too, the twentieth century in the United States increased the awareness of the importance of the individual. This has resulted in advances in science, humanities, and the arts, which had as their basis a desire to better the place of the individual in society.

The turn of the century in the United States brought about advances in transportation, medicine, warfare, science and organizations to protect the laborer. Inherent in these advances were the present day supersonic jet, the lengthening of life expectancy, atomic and hydrogen bombs, rockets and space ships, and labor unions. Within the past fifteen years alone the United States has gone from the Atomic Age to the Hydrogen Age and is now being confronted with the Space Age.

During the first six decades of the twentieth century



the United States has been faced with wars and preparations for war. Democratic ideology is at present in conflict with the ideology of Communist thought.

### Liberal Education

Education in the twentieth century in the United States is institutionalized. Whereas the Renaissance man was educated by tutors, in private schools, or by taking service with a nobleman, the twentieth century American receives the majority of his education in a formal classroom situation. For this reason some liberal educators of the modern era have formulated theories of education which will preserve the individuality of a student educated in a group situation.

The school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. <sup>52</sup>

In the social situation created by this school of thought, a new view of liberal education emerges. "For centuries the term 'liberal education' has been used to designate the education that was designed for another class of people." <sup>53</sup> With the advances in social and

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<sup>52</sup> John Dewey as cited in VanDalen, p. 426.

<sup>53</sup> John P. Wynne, General Education in Theory and Practice (New York, 1952), p. 18.

economic welfare in the twentieth century, an increased demand for a combination of the education traditionally known as liberal and the education known as vocational became insistent. In answer to this demand, educators combined elements of the liberal educative program with elements of the vocational program and this new genre became known as general education, which was to prepare the student for a satisfying and effective life in our society. Elements of the liberal education of the Renaissance are apparent in such an aim as "maximum growth in desirable traits, skills, knowledge, ideals, standards, acting and thinking, and self-control," <sup>54</sup> and in the training for life now instead of for future life. <sup>55</sup>

The Renaissance emphasis on the individual is inherent in such twentieth century dictum as "In the shift of attention from the subject matter to the child, it was realized that the health status of the child had an important effect on learning." <sup>56</sup> The individual in this process of education is to grow by experience; indeed, authorities

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<sup>54</sup> William Heard Kilpatrick, Philosophy of Education (New York, 1951), p. 117.

<sup>55</sup> Jesse Feiring Williams, John I. Dambach, and Norma Schwendener, Methods in Physical Education (Philadelphia, 1938), pp. 35-36.

<sup>56</sup> VanDalen, p. 424.

repeatedly quote William Kilpatrick's (1871-) views of education as the "process by which the individual comes into continually increasing possession of himself and his powers through continually increased participation in the race achievement." <sup>57</sup> In his own book Kilpatrick says, "For the only proper aim of education is fullness of living through fully developed character." <sup>58</sup>

Edward Thorndike (1877-1949) suggests this new liberal education is "to give boys and girls health in body and mind, information about the world of nature and men, worthy interests in knowledge and action, a multitude of habits of thought, feeling, and behavior, and ideals of efficiency, honor, duty, love, and service." <sup>59</sup>

Throughout the various developmental changes in modern education, the same theme is repeated; that education should fit the individual as well as possible for complete living. In order to fulfill this aim, this new type of liberal education is concerned with the individual, the situation, the reaction of the individual to the situation, and the change in the individual brought about as a result

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<sup>57</sup> As cited in Agnes R. Wayman, A Modern Philosophy of Physical Education (Philadelphia, 1938), p. 31.

<sup>58</sup> Kilpatrick, Philosophy, p. 117.

<sup>59</sup> As cited in VanDalen, p. 427.

to his response to the situation.<sup>60</sup>

### Physical Education in Liberal Education

Many responsible and informed educators of the modern period not only hold that physical education has a place in liberal education, but, if the aims of this education are to be achieved, physical education must be an indispensable adjunct to education which seeks the development of the whole individual.

Edward Thorndike and William Kilpatrick are perhaps two of the foremost educators who include physical education in a program of liberal education. It must be recognized that the importance these two men accredit to physical education is based solely on the place it holds in the promotion of health; they, like many others neglect its social, emotional, and intellectual contributions to the development of the whole man.

Thorndike feels bodily health and vigor are important to education because happiness and usefulness depend upon "a sound body as well as upon a sound mind and morals."<sup>61</sup> Intellectual activity is interdependent on bodily conditions to the extent that such conditions hinder or allow

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<sup>60</sup> Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia, 1942), p. 6.

<sup>61</sup> Edward L. Thorndike, The Principles of Teaching (New York, 1906), p. 12.

free play of the intellect. On this idea he is quite insistent, "it is idiotic to neglect health when its neglect means mental and moral loss also; it is wicked to sacrifice it for nothing; and it is unwise not to rank its claims as approximately equal to those of the intellect." <sup>62</sup>

Kilpatrick echoes Thorndike when he says that the lack of bodily health and vigor is a painful and positive annoyance. Although not a practicing psychologist like Thorndike, Kilpatrick has a deep understanding of the influence of health as it affects one's successful life in the world. <sup>63</sup>

The physical educator feels no qualms about putting physical education on a par with the rest of the subjects in the educative system. His greatest plea is based on a belief in the indivisibility of man; that to educate the mind, the body must also be educated. Because physical education to many people connotes merely "big muscle" activity, and because of this limitation is denied an important place in the general education of today, physical educators have attempted to redefine physical education in terms of its contributions to the social, emotional, and mental, as well as the physical development of the indivi-

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<sup>62</sup> Ibid., p. 17.

<sup>63</sup> Kilpatrick, Philosophy, p. 151.

dual. At the beginning of the twentieth century the stress was laid on education of the physical, then education through the physical or by the physical. The disagreement continues today. Despite this controversy, the physical educators maintain that physical education should be recognized in the liberal education curriculum for its contributions to the social, emotional, mental, and physical development of the individual.

Charles Bucher (1912-) attempts to coordinate the aims of physical education with the seven cardinal principles of education: health and safety; mastery of tools, techniques and spirit of learning; worthy home membership; vocational and economic effectiveness; citizenship; worthy use of leisure; and ethical character; he thereby makes the ends derived from physical education synonymous with the ends of liberal education.

Through such things as the benefits of exercise to physical health, the fundamental physical skills which make for a more interesting, efficient, and vigorous life, and the social education that contributes to the development of character and good human relations, these cardinal principles are brought nearer to realization. <sup>64</sup>

Starting from the premise that man is a social being, Jesse Feiring Williams (1886-) considers the social aspect of the life of the individual and formulates his philoso-

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<sup>64</sup> Bucher, Foundations, p. 25.

phy to encompass the social objective of education: "not only is the individual a whole but he is also one with his environment so that the total situation includes the whole person in all his aspects and the environment with which he reacts and interacts in all his responses." <sup>65</sup> The evidence as here presented indicates that many modern educators recognize the place of physical education in liberal education. A difference of opinion should be noted however. There is not total agreement as to what part physical education should play in the educative system. The general educator predicts the necessity of physical education in the promotion of the health of the individual, but does not commit himself to the other aspects. The physical educator, on the other hand, broadens his philosophy to cover the social, mental, and emotional aspects of education. It should also be noted that whereas the men of the Renaissance placed physical education in the liberal education because they believed it helped to develop the whole man, modern educators and physical educators enumerate and attempt to prove the ways why it contributes to the development of the whole man. This difference is one of approach rather than principle.

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<sup>65</sup> Jesse Feiring Williams, The Principles of Physical Education (Philadelphia, 1954) p. 2.

### Aims of Physical Education

Just as physical educators are not in complete agreement as to exactly what part physical education should play in the liberal education, they are perhaps in even greater disagreement as to what the aims of physical education should be. It is not the purpose of this paper to enumerate all the specific aims. In order to concentrate the study, a selection of representative educators has been made. The general aims as outlined by Bucher and Williams, together with a survey of the aims as presented by VanDalen, Mitchell, and Bennett in their World History of Physical Education will serve as basis for this discussion.

Bucher arrives at his aims by a study of the outcomes to be gained through physical education. These outcomes are not limited to the physical, but represent those pertinent to healthful living. Although he has but one general aim, it is a comprehensive one.<sup>66</sup>

Physical education is an integral part of the total education process and has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.<sup>67</sup>

Williams directs his aims at giving the individual an

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<sup>66</sup> Bucher, Foundations, p. 25.

<sup>67</sup> Charles A. Bucher, ed. Methods and Materials in Physical Education and Recreation (St. Louis, 1954), p. 22.



opportunity to act in situations which are beneficial to the individual physically, mentally, and socially.<sup>68</sup> To achieve this, he states, "Physical education should aim to provide skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations which are physically wholesome, mentally stimulating and satisfying, and socially sound."<sup>69</sup>

Because the twentieth century has been filled with violence, upheaval, and vast scientific progress, the general aims of physical education have, of necessity, been flexible to meet the rapidly changing situation. At the beginning of the century, physical education consisted of formal gymnastics and movements not closely related to human life. Although it was aimed at bodily health, it soon became apparent that this formal program fell short of achieving its aim and a more elastic program with broader aims was promoted.<sup>70</sup>

With increased publicity through the sporting page and radio, more convenient transportation, increased leisure, and greater emphasis on professional and inter-

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<sup>68</sup> Jesse Feiring Williams and Whitelaw Reid Morrison, A Textbook of Physical Education (Philadelphia, 1939), p. 29.

<sup>69</sup> As cited in VanDalen, p. 476.

<sup>70</sup> Ibid., p. 428.

scholastic athletics, gymnastics was relegated to an inferior place in the program to make room for those activities adding social and moral objectives to the program. The aim thus became one of a social nature. <sup>71</sup>

In 1917 the military emphasis was revived, but doomed to be short lived as it was realized that a program resulting in general fitness was more important than military drill in the schools. <sup>72</sup>

During the depression physical education was eliminated in many schools because of the lack of funds for specialized teachers. <sup>73</sup> Following this period, however, demands for preparation for leisure again emphasized the needs for a strong program and this aspect of physical education has never relinquished its hold.

It has been noted that play contributed to the fullest development of the human personality. <sup>74</sup> With this emphasis on the development of the personality, the aims of physical education moved into close harmony with the aims of education. <sup>75</sup> It was demonstrated that physical edu-

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<sup>71</sup> Ibid., p. 425.

<sup>72</sup> Ibid., p. 423.

<sup>73</sup> Ibid., p. 472.

<sup>74</sup> Ibid., p. 477.

<sup>75</sup> Ibid., p. 428

cation could play a great part in self-realization, human relationships, economic efficiency, and civic responsibility;<sup>76</sup> thus physical education joined forces with the rest of education in its aim to develop the total personality, or the "whole man."

#### Purposes of Physical Education

The purposes or immediate objectives, of physical education, like the aims, or ultimate goals, have gone through several transitions in the twentieth century. Unlike the aims, however, with the exception of the formal activities at the beginning of the century, and the brief flurry of militaristic activities during World War I, these transitions have been less radical.

Bucher lists four objectives of physical education: physical development, motor development, mental development, and human relations. The purpose of physical development is to increase vitality, strength, endurance, and stamina, all of which make up a healthy organic system. The purpose of motor development is to increase skill and proficiency. The purpose of mental development is to increase the ability to think and interpret situations, give information about the body, the importance of exercise, the need for a well balanced diet, and the values of good health

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<sup>76</sup> Ibid., p. 475.

attitudes and habits. The purpose of human relations is to make personal and group adjustments as a member of society, to develop a feeling of belonging, sportsmanship and fairplay, courtesy, sympathy, truthfulness, fairness, honesty, respect for authority, and a desire to abide by the rules.<sup>77</sup> These are recognizably close in nature to his aims.

Again Bucher has concerned himself with the four objectives of education and attempted to meet them in his statement of the purposes of physical education.

...a program of activities in which participants will realize results beneficial to their growth and development; that they will develop, through participation, such physical characteristics as endurance, strength, and the ability to resist and recover from fatigue; that neuromuscular skill will become a part of their motor mechanism so that they may have proficiency in performing physical acts; that, socially, they will become educated to play an effective part in democratic living; and that they will be better able to interpret new situations in a more meaningful and purposeful manner as a result of these physical education experiences.<sup>78</sup>

Williams lists three objectives of technical, associated and concomitant values. The purpose of the technical objective is to develop skill, strength, endurance, and organic power. The purpose of the associated objective is to increase the individual's knowledge, insights and under-

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<sup>77</sup> Bucher, Methods, p. 24.

<sup>78</sup> Bucher, Foundations, p. 30.

standings. The purpose of the concomitant objective is to enrich his appreciations, attitudes, and ideals. <sup>79</sup>

It is apparent that these two men consider almost every facet of the proposition of the contributions physical education makes to the promotion of the good of the individual. It is interesting to note that during and after World War II there was the usual demand for physical fitness programs emphasizing strength, endurance, stamina, bodily coordination, and physical skills.<sup>80</sup> This was identical to the purposes physical education programs were trying to achieve. There was no longer a demand for specific skills used in combat. It was realized that a strong physical education program with a variety of activities would achieve more than one trying to develop specific warfare skills.

#### Procedures and activities used in Physical Education

The procedures used to achieve the purposes of physical education have, during the twentieth century, been stated in scientific terms. Added flexibility and an increase in the scope of the program have resulted. During the first ten years of the century, there were added to the required gymnasium program various informal activities.

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<sup>79</sup> Jesse Williams, Principles, p. 227.

<sup>80</sup> VanDalen, p. 478.

Track and field events were introduced first: running, jumping, climbing, and individual combative sports of fencing, wrestling, and boxing. Intramurals brought the advent of basketball, baseball, tennis, football, swimming, handball, and skating. Later golf was added to enrich the program as a leisure time activity. Folk, clog, and tap dancing also came into the program during the first twenty years of the century.<sup>81</sup> During this time physical education was affected by the scientific movement which was causing a reassertion of educational procedures in other regions of the curriculum.

Physical education adopted scientific methods and procedures for its own service. In its programs it began to feature the development of athletic achievement tests, the compilation of achievement scales, the measurement of posture, the use of new statistical techniques and objective type tests, cardiovascular research and the determination of factors involved in motor performance.<sup>82</sup>

After World War I the trend was toward athletics. There was an attempt to lessen emphasis on competition and to build up cooperation which would carry over into societal life.<sup>83</sup> The Second World War temporarily replaced the leisure time emphasis with the more rugged activities which

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<sup>81</sup> Ibid., p. 456.

<sup>82</sup> Ibid., p. 423.

<sup>83</sup> Ibid., p. 506.

aimed more at the development of physical fitness.<sup>84</sup>  
 After the war there was a return to the liberal programs which once again stressed leisure time resources and complete personality development: calisthenics, rhythmic movements, apparatus and tumbling, athletic contests, team games, swimming, life saving, mass games, dance, tennis, golf, handball, and others. "They offered means to explore and reach the wide range of individual differences of interest that were found in every physical education class."<sup>85</sup>

Bucher lists the activities which he feels are the best procedures for achieving his aims: basketball, formal activities, field hockey, advanced rhythms, volleyball, tumbling, track and field, touch football, swimming, softball, soccer, archery, badminton, bowling, tennis, dance, winter activities, handball, golf, camping, and corrective activities.<sup>86</sup>

Williams classifies his procedures into six groups of activities: adaptive physical education; play---games, sports, athletics, equitation, aquatics; dance---festivals, pageants; self-testing activities---stunts and combat; fundamental skills---running, jumping, throwing, climbing,

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<sup>84</sup> Ibid., p. 500.

<sup>85</sup> Ibid., p. 500.

<sup>86</sup> Bucher, Foundations, p. 54.

hanging, lifting, carrying; outdoor camping activities---hiking, trailing, hunting, fishing, camping.<sup>87</sup>

The procedures and activities used in physical education are varied and elastic. Through these procedures it is intended that the purposes of physical education and ultimately, the aims, might best be achieved.

### Summary

The twentieth century United States is characterized by the increased perception of the intrinsic worth of the individual. Although faced with many problems, this civilization has made scientific and sociological advances which have as their intent the freedom and welfare of the individual.

The educative system has developed in many directions, but one currently prevalent tends to look upon the school as a social institution where a liberal education develops to the fullest all the capacities of man in relation to his societal environment.

The liberal education of the twentieth century United States recognizes the need to develop the body and the mind to enable man to live his fullest. The aims physical education fulfill in liberal education are promotion of health, direction of leisure time recreation, and development of

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<sup>87</sup> Jesse Williams, Principles, p. 227.



skill pertinent to healthful living.

The purposes of physical education are to develop skill, strength, endurance, organic vigor, and to aid in fulfilling mental, emotional, and social purposes.

The procedures and activities used in physical education are of comprehensive nature; they include individual, dual, and team sports, self-testing, aquatics, rhythms, adaptive and corrective, and in some cases, camping activities.

## CHAPTER V

### COMPARISON

#### Introduction

The following chart was devised to compare concisely the Renaissance and twentieth century with regard to physical education in the liberal education. In this comparison the two periods have been isolated from preceeding or intervening influences.

It will be noted that many of the items simply clarify the stress laid on the whole individual in both periods.

#### RENAISSANCE

#### TWENTIETH CENTURY

#### BACKGROUND

- |  |   |
|--|---|
| 1. Humanistic thought results in emphasis on the individual.   | 1. Freedom of individual upheld in socio-political sphere.  |
| 2. Machiavellian principles regarding duties of princes challenges traditional standards.  | 2. Marxist principles regarding future control of world by Communists challenge traditional standards.  |
| 3. Wars and threats of wars cause emphasis in physical education to be centered on physical fitness, preparation for war skills. | 3. Wars and threats of wars cause emphasis in physical education to be centered on physical fitness, preparation for war skills. Gradual de-emphasis on |

## RENAISSANCE

## TWENTIETH CENTURY

specific physical education for war.

- |   |  |
|---|--|
| <p>4. Black death results in diminished population, importance of worker strengthened.</p> <p>5. Scientific advances change point of view from microcosmic to macrocosmic.</p> <p>6. Mass communication receives impetus in Renaissance with invention of printing press.</p> | <p>4. Labor unions highly organized to advance welfare of worker.</p> <p>5. Macrocosmic view enlarged to include outer space.</p> <p>6. Mass communication developed to the point where it is not only universal, but immediate.</p> |
|---|--|

LIBERAL EDUCATION

- |   |  |
|---|--|
| <p>1. Liberal education defined so as to include development of whole personality.</p> <p>2. Indivisibility of man succeeds scholastic idea in formulation of curriculum.</p> <p>3. Education restricted to certain classes, private education.</p> <p>4. Interest in science becoming more common in curriculum.</p> <p>5. Liberal education to enlarge experience, develop the intellect, refine taste, strengthen body as well as moral sense, and mature the character.</p> <p>6. Training of man to parti-</p> | <p>1. Liberal education defined so as to include development of whole personality in its social relationships.</p> <p>2. Indivisibility of man still recognized in curriculum.</p> <p>3. Education encouraged for all classes and age levels, public education.</p> <p>4. Interest in science in curriculum reaches peak in man's history.</p> <p>5. Liberal education to encourage maximum growth in desirable traits, skills, knowledge, ideals, standards, acting and thinking, and self-control.</p> <p>6. Training of man to parti-</p> |
|---|--|

## RENAISSANCE

operate efficiently and happily in everyday life.

7. Liberal education not for forming specialists, but for forming liberally educated men.
8. Locke's proposal of sound mind in sound body philosophy.

## TWENTIETH CENTURY

operate efficiently and happily in everyday life.

7. Liberal education not for forming specialists, but for forming liberally educated men.
8. Thorndike's echoing of Locke's philosophy of a sound body as well as sound mind and morals.

PHYSICAL EDUCATION IN LIBERAL EDUCATION

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Physical education in the liberal education to help in the development of the whole man.</li> <li>2. Indivisibility of man demands physical powers as well as mental powers to be developed.</li> <li>3. DaFeltre (1374-1446)--sound body is the condition of a sound mind. Alberti (1404-1472)--any weakness in the body would in turn damage the mental power.</li> <li>4. Milton (1608-1674)--complete education.. "fits man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace</li> </ol> | <ol style="list-style-type: none"> <li>1. Physical education in the liberal education to help in the development of the whole man.</li> <li>2. Indivisibility of man demands physical powers as well as mental powers to be developed.</li> <li>3. Thorndike (1877-1949)--intellectual activity interdependent on bodily conditions, neglect of health means mental and moral loss.</li> <li>4. Bucher (1912-) physical exercises and skills... "make for a more interesting, efficient, and vigorous life." <sup>88</sup></li> </ol> |
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<sup>88</sup> Bucher, Foundations, p. 25

## RENAISSANCE

## TWENTIETH CENTURY

and war." 89

AIMS OF PHYSICAL EDUCATION

- |  |   |
|--|---|
| 1. General aims for war, health, skill development and recreation.             | 1. General aims for health, leisure time recreation, and skills pertinent to healthful and complete living. |
| 2. Physical education as a preparation for war.                                | 2. Physical conditioning for all life activities more important than specific war skill.                    |
| 3. Health necessary for harmonious functioning of the individual.              | 3. Health becomes a subject in the curriculum.  |
| 4. Skill development for purposes of war and for performance of knightly arts. | 4. Skill development for mental, physical, emotional, and social purposes.                                  |
| 5. Recreation as a means of resting the body and prompting mental alacrity.    | 5. Play as a means of contributing to fullest development of human personality.                             |

PURPOSES OF PHYSICAL EDUCATION

- |   |   |
|---|---|
| 1. Purposes, or immediate objectives, designed to fulfill aims, or ultimate goals, of physical education. | 1. Purposes, or immediate objectives, designed to fulfill aims, or ultimate goals, of physical education. |
| 2. DaFeltre--to strengthen frame, develop power, and endurance.   | 2. Williams--to develop skill, strength, endurance, and organic power.                                    |

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89 Milton, p. 62

## RENAISSANCE

Vergerius (1349-1428)--to develop courage, endurance, strength, and skill.

3. Locke--to develop a man prepared for all aspects of society.
4. Locke--to meet emergencies and hardships, and withstand fatigue.
5. Stressed individual physical skills and organic vigor. Development of physical aspect of man.

## TWENTIETH CENTURY

3. Bucher--to help man to better."interpret new situations in a more meaningful and purposeful manner as a result of these physical education experiences." 90
4. Bucher--to develop endurance, strength, and ability to resist and recover from fatigue.
5. Stressed physical fitness as well as social, mental, and emotional purposes. Development of whole man.

PROCEDURES AND ACTIVITIES USED IN PHYSICAL EDUCATION

- |   |  |
|---|--|
| 1. DaFeltre--gymnastics taught as an art.   | 1. Gymnastics taught for bodily health and later for corrective and adaptive purposes.   |
| 2. Gymnastics and all noble bodily exercises treated along with scientific instruction. | 2. "Physical education adopted scientific methods and procedures for its own service." 91  |
| 3. Exercises and activities stressed which helped prepare for war and maintain health.  | 3. Exercises and activities stressed which helped prepare for war and maintain health, followed by realization that this was not |

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<sup>90</sup> Ibid., p. 30.

<sup>91</sup> VanDalen, p. 423.

## RENAISSANCE

## TWENTIETH CENTURY

the most efficient way of accomplishing the aims. Exercises and activities to help maintain health, prepare for leisure time and develop skills followed.

- |  |   |
|--|---|
| <p>4. Much emphasis on wrestling, swimming, riding, hunting, and vaulting to fulfill warfare needs and the needs of knights.</p> | <p>4. Little emphasis on activities to develop warfare skills, more to develop useful everyday skills.</p>          |
| <p>5. Individual and dual sports for war skills.</p>   | <p>5. Individual and dual sports to provide for leisure time and to reach wide range of individual differences.</p> |
| <p>6. Sought new and varied means to attain the end of the whole man operating at all times at top efficiency.</p>               | <p>6. Sought new and varied means to carry out aims---development of whole man.</p>                                 |
| <p>7. Individual participation stressed over participation as a member of a team.</p>  | <p>7. Individual as well as team participation stress.</p>  |

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was developed to discover the comparisons, if any, existing between the philosophies concerning physical education in liberal education during the Renaissance in Italy, France, and England and those proposed in the United States during the twentieth century.

To concentrate the study into a workable area it was limited in time, scope, and geographical location.

The men used to represent the periods were selected on the basis of the representative nature of their philosophies, the consistency of their approach, the relevancy of the material they present, and their contributions to physical education in liberal education.

Each era was studied in six categories: background material, liberal education, the place of physical education in liberal education, the aims of physical education, purposes of physical education, and the procedures and activities used in physical education.

#### Conclusions

The comparison of the background material shows a



similarity in the realization of the importance of the individual in his relation to society. There is also a similarity in the wars and intellectual ferment of both periods, the Machiavellian thought of the Renaissance and the Marxist thought prevailing in the twentieth century. Scientific and geographical advancements are exemplified in the Renaissance by the invention of the printing press and by geographical discoveries, as compared to the scientific advancements of the present space age.

The liberal education of the Renaissance and of the twentieth century is comparable in their basic idea of developing the whole personality, mind and body, enabling man to live successfully and happily in his society. Both periods treat liberal education as a preparation for creating liberally educated men, rather than specialists.

In order to develop this whole man, physical education plays an important part. Since man is indivisible, all his powers must be trained, body as well as mind. To slight his physical well-being would in turn damage his mental well-being. It is the whole man, not a one-sided man that is trained by liberal education.

The aims of physical education shows one appreciable difference: greater emphasis was placed on war skills during the Renaissance, whereas the emphasis during the twentieth century is on physical fitness. Health and

recreation or leisure time activities are stressed in both eras.

There is a consensus in both eras that the purposes of physical education are to promote strength, endurance, organic power, resistance to fatigue, and development of skills. The aims of physical education are fulfilled by these purposes and give physical education a rightful place in liberal education.

The procedures and activities used in physical education have been materially expanded during the twentieth century, but many basic ones have been retained; for example, swimming, fencing, riding, and wrestling. The twentieth century places more emphasis on team sports and less on formal gymnastics and on individual combative or warfare skills than was accorded during the Renaissance.

#### Recommendations

This study shows a comparison between the Renaissance and the twentieth century using two educators and two physical educators to represent the twentieth century. Another study could be done in which other representative men of the twentieth century would be studied in relation to the Renaissance. Although the study shows one direction in education, it could be expanded, using another direction in education.

There is an opportunity for another study which would

compare the place of physical education in education today in European countries with the place of physical education in education in the Renaissance in those same countries.

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